



## Quality Assurance Plan

## Document Information

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<b>Authors</b>	Chelza Inzouddine – ESTIA Alexandre Thébaud – ESTIA
<b>Reviewers</b>	All TEAMIT+ partners
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# Table of Contents

Document Information .....	2
Document History.....	2
Funding information and disclaimer.....	2
Quality objectives .....	5
Quality roles and responsibilities .....	7
Quality control approach.....	7
Overall project quality control.....	7
Project document quality controls .....	7
Training program quality control.....	7
Appendix A: Key terms .....	10
Appendix B: TeamIT+ governance structure .....	10

## Executive summary

This document is the contractual deliverable “D1.4 – Quality Assurance Plan” of the TEAMIT+ project. It has been prepared under Work Package 1 – Project Management, Coordination and Quality Assurance - which is led by ESTIA and supported by all TEAMIT+ partners.

The Quality Assurance Plan is created in the first months of the project and is considered a component of the Project Management Plan. Its intended audience is the project coordinator, the project members, the EACEA and any external stakeholders whose support would be requested to carry out the plan such as the External Quality Reviewer or the Advisory Board members.

The Quality Assurance Plan outlines the quality control procedures that are implemented to ensure the quality of the project outcomes.

## Project summary

TEAMIT+ aims to help change the pedagogical model on entrepreneurship and innovation education. Until now, these fields have been focused on the “Individual Entrepreneur” and on innovation that is mainly evaluated on the market. With TEAMIT+ we want to show in the long term that to meet the objectives of sustainable development, entrepreneurship and innovation must not only be thought differently but also taught differently. Entrepreneurship must become an entrepreneurship that responds to the objectives of sustainable development, it must promote equality and defend cooperative values. Innovation must now be based not only on market potential but also on responses to environmental and climate issues. In this perspective, the creativity methods taught must consider the social and environmental benefits of innovation. To achieve this, the project will make a territorial diagnosis of European regions to identify societal and economic challenges and understand the situation of different territories. This information will be used to create a novel “Learning by creating” learning model that will be later implemented in the training program. TEAMIT+ includes two editions of the program which consist of three modules in which participants (young people from 16-30 years from VET and HE, jobseekers, and immigrants) will learn about climate change awareness and environmental issues, impact innovation and entrepreneurship. The consortium will also work on the replicability of the course and will create a replicability guideline to facilitate the replication by other educational centers. In the 2 editions of the course, more than 1.300 young people will benefit from it as well as other stakeholders like companies (>80). The main results of the project include the TEAMIT+ training program, replication guidelines, a white book, EU policy recommendations, commitment booklets, trained volunteers, business projects and an entrepreneur’s network.

## Quality objectives

Quality objectives are the quality targets for the overall project. The quality metrics table below lists the different metrics that will be used and how they will be measured to make sure they have been met.

Metric or Specification	Measure
Delivery on time	Baseline schedule +/- <u>change orders</u> versus actual dates.
Delivery on budget	Actual costs +/- <u>change orders</u> versus budget.
Adherence to target value of the project objectives	Target value comparison of project objectives versus deliverables results.
Adherence to number of participants per module	Target value training TEAMTIT+ participants per training edition versus actual participants.
Students feedback on the modules	Satisfaction rate measured in the questionnaires completed after the modules.
Diversity of the profile of the applicants	Type of applicants' profiles strived for versus actual type of applicant profiles.
On-Time Completion Percentage	Percentage of tasks completed in accordance with timeline established during the design of the Modules.
Adherence to the number of coaches that will be trained and will have access to the methodology developed in TEAMIT+	Targeted number trained coaches per edition versus actual number of coaches per edition.
Green, digital and resilience skills taught	Targeted number of green, digital and resilience skills included in the training program versus actual number of green, digital and resilience skills included in the training program.
Green, digital and resilience skills acquisition	Targeted number of TEAMIT+ Innovation and Impact Teampreneurship Passports granted versus actual number of TEAMIT+ Innovation and Impact Teampreneurship Passports granted.
Increase in environmental awareness	Percentage of the participants who consider that their knowledge on climate change and environmental issues have improved after the event after Module 1.
Number of new local initiatives to address environmental climate or societal issues	Targeted minimum number of new local initiatives versus actual number of new local initiatives.
Adherence to the number of real business challenges overcome in Module 2	Targeted number of real business challenges overcome in Module 2 versus actual number of real business challenges overcome.
Number of actors (enterprises, associations, local authorities) attending to Module 1 event	Targeted minimum number of actors (enterprises, associations, local authorities) attending Module 1 versus actual number of actors that attend Module 1.

Cooperative business projects arising from TEAMIT+	Targeted number of cooperative business projects involving people from different backgrounds versus actual number of cooperative business projects.
Adherence to number of HE and VET centers reached	Targeted number of HE and VET centers reached versus actual number of HE and VET centers reached.
Adherence to number of agreements closed with other institutions for their involvement in future editions	Targeted number of agreements closed versus actual number of agreements.
Adherence to number of volunteers trained for the replication of Module 1 in different countries	Targeted total number of volunteers trained versus actual total number of volunteers trained.
Adherence to number of local, regional, national and international venues where TEAMIT+ results are presented	Targeted total number of venues versus actual number of venues.
Number of project website views	Targeted number of website views versus actual number of websites views.
Adherence to number of press conferences and press releases	Targeted number of press conferences versus actual number of press conferences and press releases.
Adherence to number of presentation days	Targeted number presentation days versus actual number of presentation days.
Adherence to number of final events	Targeted number of final events versus actual number of final events.
Adherence to number of external European events attended	Targeted number of external European events attended versus actual number of external European events.
Adherence to number of brochures and newsletters	Targeted number of brochures and newsletters versus actual number of targeted brochures and newsletters.
Number of followers, number of interactions and shares in social media	Targeted number of followers and interactions on social media versus actual number of followers and interactions on social media.
Adherence to number of scientific publications	Targeted number of scientific publications versus actual number of scientific publications.
Quality of the different materials produced	Number of documents that satisfy all the Standards established in the Quality Assurance guidelines.

## Quality roles and responsibilities

The roles and responsibilities of the different consortium bodies are listed in the table below.

Roles	Responsibilities
Quality Assurance team (QA)	QA will supervise every quality aspect of the project. It will meet at least three times each year of the training programme (before, during and after the training program implementation).
External Advisory Board (EAB)	Provide feedback on the quality of the program. It will meet twice a year.
External Quality Reviewer (EQR)	EQR will be responsible for analyzing the relevance and the quality of the programme. Through an exhaustive process in collaboration with the QA, the quality will be guaranteed. The EQR and QA will form the Board of Examiners
Board of Examiners (BoE)	BoE supervises the project progress and the compliance with the schedule (execution of tasks, reports, results, deliverables, milestones).
Student Committee (SC)	SC provides feedback for the improvement of the teaching methodology, curricula and supporting services.
Module Leaders	Module Leaders are responsible for the quality of their program module. They will elaborate the Module Quality Guidelines (mandatory tools, licenses, slide show mask, graphic charter, etc.) to follow during the course. They will coordinate and collaborate with the QA, PMB and EQR to define what is delivered in each country and assess the impact of the module.
Work Package Leaders	WP Leaders are responsible for the quality of their work package. They oversee the monitoring and analyze the execution of their respective work package.

## Quality control approach

### Overall project quality control

Overall project quality controls will be done twice per year on the occasion of consortium meetings. These quality controls will review the quality of project activities according to quality objectives (identified above) and project KPIs (identified in D1.1 Project Management Handbook).

### Project document quality controls

In addition to the overall project quality controls, project documents and content will be submitted to quality reviews and to approval procedures. Indeed, deliverables and other project documents will be submitted to the Quality Assurance Team (QA) to review the quality of the content before either the delivery to the EACEA or the document release. The QA consists of the modules leaders (ID, ESTIA, D4E) and the academic partners (UPNA, MUE, JAMK, ORAMA).

### Training program quality control

The QA will meet at least three times each year of the training programme to supervise the quality of the overall training programme.

An External Advisory Board (EAB) from industry and society will be set up to give feedback on a 6-monthly basis. The EAB will be responsible for analyzing the curriculum of the program and its potential evolution, so that it better targets the needs of the society and future customers in the domain. Its tasks will be:

- ⊕ To identify current and future needs in the industry and public sectors in the different regions and potentially not properly addressed in the TEAMIT+ program,
- ⊕ To assess and advising on changes in the digital and green skills to adapt the training offer to the current/future needs of the industry and society,
- ⊕ To identify challenges of relevance to be addressed in the S4I module.

An External Quality Reviewer (EQR) will be contracted by the project coordinator. He/She will be responsible for analyzing the relevance and the quality of the program. The EQR and QA will form the Board of Examiners (BoE). They will collaborate to review and guarantee the quality of the training program.

The table below details the quality control processes, the owners of the processes.

Quality control process	Owner	Documentation
Meeting to review the curriculum structure and processes. At the beginning of each module.	The QA	Grant Agreement p.111
Internal Review meeting.	The Board of Examiners	Grant Agreement p.111
Send draft assessment to the EQR. 1 month before assessment.	The coaches / trainers	Grant Agreement p.111
Review draft assessments. 2 weeks after receipt	The EQR	Grant Agreement p.111
Finalize the assessment if needed, give the exam and correct the completed assessments. 2 weeks after the examination.	The coaches	Grant Agreement p.111
Send the marked assessments to the EQR. 2 weeks after the examination.	The coaches	Grant Agreement p.111
Review a sample of marked assessments. 1 month after the examination.	The EQR	Grant Agreement p.111
Meeting with students (face to face or skype), to have qualitative feedback. At the end of each semester.	The EQR	Grant Agreement p.111
Write the annual report. At the end of each program.	The EQR	Grant Agreement p.111
Treat problems pointed out by the EQR in the annual report (if any). At the end of each program year.	Chair of the Board of Examiners	Grant Agreement p.111
Students evaluation.	Board of examiners	Grant Agreement p.112
Evaluation of individual participants.	Board of examiners	Grant Agreement p.112
Evaluation of consortium partners.	Board of examiners	Grant Agreement p.112
Evaluation of project impact.	Board of examiners	Grant Agreement p.112



## Conclusions

Procedures and consortium bodies within the governance structure have been identified to systematically control the quality of the project outputs. The coordinator will monitor the implementation of the quality controls.

# Appendices

## Appendix A: Key terms

The following table provides definitions and explanations for terms and acronyms relevant to the content presented within this document.

Term	Full description
EAB	External Advisory Board
EACEA	European Education and Culture Executive Agency
EQR	External Quality Reviewer
KPI	Key Performance Indicator
PC	Project Coordinator
PMB	Project Management Board
QA	Quality Assurance Team
SC	Student Committee
SSO	Student Support Office
WP	Work Package
WP leaders	Work Package Leaders

## Appendix B: TeamIT+ governance structure

